

TRAINING OF FUTURE SPECIAL TEACHERS- DEFECTOLOGISTS TO IMPROVE THEIR PROFESSIONAL ACTIVITIES

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Abstract

This article discusses the problem of training future special teachers to improve their professional activities. The paper provides substantiation of the relevance of this problem in the modern conditions of the humanization of the educational system, when the issue of preparing future special teachers to work with psycho-physiologically challenged children experiencing learning difficulties is acute. The development and implementation of an efficient model of professional training of future special teachers-as an organizer of correction measures would solve the problem of rehabilitation, social adaptation of a student with developmental and behavioral disabilities; compensate for shortcomings and improve lag in general development. In other words, the measures ultimately are meant to prepare a child for a full, active life in society.

The paper considers the essence of the concept of improving the professional activity of future teachers. The methodological foundations of the prerequisites and the main directions of the use of technological techniques and techniques that are integral elements of the model of professional training of future special teachers to improve professional activity are identified; the importance of the ideas of designing a system of training future teachers to improve professional activity is determined. The article highlights a system of indicators, the generalized elements of which are indicators of personal readiness of future special teachers to improve their professional activities and their indicators of professional readiness.

It is obvious that the professional formation of the personality of young teachers during their university training includes not only

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mastering a certain set of knowledge, skills and abilities, but also their personal self-improvement and the formation of an active life position. It also includes the education of such important qualities as responsibility for the formation of subjects of education, sociability, tact, critical thinking, self-criticism, etc.

It is concluded that the implementation of an effective scientifically-based model of professional training of future special teachers to improve their professional activities contributes to improving the quality of correctional and pedagogical assistance to children in inclusive education.

Keywords: Special pedagogy, professional activity, defectology, training defectologists, psychological process, correctional activity, improving readiness.

Introduction

In modern conditions of the humanization of the educational system, the issue of teacher training for working with children with learning difficulties is acute; the urgency of the problem of improving the correction pedagogic activities of future special teachers is increasing.

The anthropocentric focus of the educational process imposes new requirements on teachers as key figures in the educational process related to their special function in society, the specifics of their professional activity aimed at the formation of the moral, spiritual, intellectual, creative personality of each student regardless of their intellectual, physical, and mental development. Therefore, a modern teacher should be ready to work with children with special educational needs and to create conditions for their activities within the framework of inclusive education. The main tasks in the correction activity are rehabilitation and social adaptation of a student with developmental and behavioral disabilities.

At the same time, insufficient attention is paid to the training of correctional pedagogy specialists in institutions that train pedagogical personnel, in particular, the formation and development of future special teachers to improve their professional activities.

The development and implementation of an efficient model of professional training of a teacher as correction organizer is becoming particularly relevant in modern conditions characterized by negative processes both among students and unfavorable social phenomena in general. Resolving this problem requires understanding the psychological process of personality development at its various stages. The requirements for the graduate determine the need to improve professional pedagogical activity.

Thus, the problems of training future special teachers were developed in detail (I.E.Gyudryun[1], Fely C. Allam1, Matronillo M. Martin2 [2],

I.Lewis[3], Vasfiye Karabiyik [4], S.V.Alukhina [5], I.M.Yakovleva[6]). psychological and pedagogical correction of deficiencies in the development and behavior of children and adolescents (L.Ya.Olifrenko[7], S.A. Badmaev[8],M.V.Zhigoreva[9]), psychological and pedagogical essence of correctional activity and the problem of personnel training (V.P.Kashchenko[10], K. Hillenbrand[11],A.Y.Nagonova[12], A.D. Gonsev,[13].

The analysis of scientific literature and practice has shown that currently a significant problem is the lack of readiness of teachers to improve professional pedagogical activity in the logic of changes related to the adjustment of the social order and the development of pedagogical science, which causes certain difficulties in the implementation of modern approaches in vocational education.

The structure of teachers' readiness for a certain type of activity is presented in the works of scientists: I.D. Dernovsky, B.D. Parygin, N.S. Ponomareva, T.A. Prishchepa. Aspects of the formation of teachers' readiness to improve professional pedagogical activity were the subject of research by E.K. Voropaeva, M.I. Dyachenko, V.I. Zagvyazinsky, L.A. Kandybovich, A.I. Sannikova, etc.

We support the idea of I.B. Gotskaya and V.M. Zhuchkov that professional readiness for pedagogical activity is "not an innate quality, but the result of special training, including: a set of professional knowledge; development of basic psychological functions; professional orientation of education; upbringing and self-education; professional self-determination" [15]

Methodology

The methodological basis was formed by theoretical (analysis and synthesis, modeling, theory of the system-activity approach), empirical (pedagogical observation, pedagogical consultation, study and generalization of pedagogical experience, pedagogical experiment), sociopsychological (sociometry), and sociological (questionnaires, experimental surveys) methods. They allowed making deep generalizations on the most important issues of personal and professional self-determination of subjects of education based on scientific ideas, enriching the content of the educational process with ideas, concepts, and theories that contribute to the readiness of future teachers to carry out correction pedagogic activities.

The following methods were used in this study:

- 1) logical analysis;
- 2) an integrative approach to the consideration of the elements of correction pedagogic activity;
- 3) a systematic approach to teacher's activity;

- 4) an inductive approach (from the particular to general),
- 5) observation;
- 6) comparison;
- 7) modeling;
- 8) a survey method based on questions selected according to certain samples.

Such control methods as a survey, as well as observation conducted in natural conditions were used to collect, evaluate objective, reliable information related to the improvement of the professional activities of future special teachers. The synthesis was effectively used at the stage of generalization of information on the preparation of future special teachers to work at school with children requiring the creation of special educational conditions due to their limited capabilities.

The materials necessary for this research were obtained in the course of conducting experiments in conditions close to natural in order to improve and intensify the educational process in correction activity.

The material based on the results of the experiment, the prototype information, was processed by the method of numerical systematization, on the basis of which the graphs were created.

The research bases were the premises of Abai Kazakh National Pedagogical University and the Mukhtar Auezov South Kazakhstan University, both located in the Republic of Kazakhstan.

The study was carried out in several stages:

1. Initial stage: review of the literature presenting the scientific information, determination and coverage of the relevance of the research problem and tasks of professional direction from the viewpoint of psychological peculiarities in the behavior. The review took into account the principle of unity of the theory of education and upbringing.
2. The main stage: the construction of models of the development of creativity (modeling), combining experiments on the transformation of traditional approaches in educational activities in general, and in the educational process in particular.
3. The final stage is the generalization of the research results, processing and systematization of separate facts related to the studied problem.

The theoretical significance of this study is determined by the fact that it has covered the following aspects: pedagogical foundations (a set of principles and mechanisms for their implementation); content requirements; forms; methods; organizational and pedagogical conditions and indicators of improving the professional activity of future teachers of defectology based on comparative analysis,

forecasting, modeling and the principle of a systematic approach to the study of the research issue. Various stages of the study used methods of observation, conversation, expert assessment, self-assessment, sociological questioning, interviewing, and socio-psychological testing.

The theoretical part of the research

It is no coincidence that outstanding teachers have repeatedly emphasized that only a teacher with a highly developed personality would be able to see and educate the personality in his or her students. Therefore, the formation of a future teacher's personality is the most important task of university education. Resolving this problem requires understanding the psychological process of personality development at its various stages.

The modern understanding of the essence of pedagogical activity and its aspects comes into conflict with the basic professional training of teachers, which is reduced, in essence, to the training of a subject teacher, an informant teacher. All this has led to the need to comprehend the professional competencies of a modern teacher and create favorable conditions for improving pedagogical activity.

Pedagogical activity is the professional activity of a teacher, in which the task of their education and upbringing is solved with the help of various means of influencing students. The professional activity of a defectologist is a system of special and general pedagogical measures aimed at weakening or overcoming the shortcomings of psychophysical development and behavioral abnormalities in children and adolescents. In defectologists, correction can be considered in various aspects:

- as an independent pedagogical phenomenon manifested in specific actions aimed at partially correcting a defect or overcoming a defect (correction of speech, pronunciation of individual sounds, correction of visual deficiencies);
- as an integral part of educational process that is an integral pedagogical phenomenon aimed at changing the developing personality of a child.

The main objective of this work is the systematization of knowledge aimed at improving the general development of a child, filling in the gaps of his previous development and knowledge, the development of insufficiently formed skills and abilities, correction of deviations in the cognitive sphere, and preparation for an adequate perception of educational material. The implementation of this task is possible only with the active and efficient use of the possibilities of compensatory processes of the body, in other words, the reserve or insufficiently

involved capabilities of the human body. Compensation (Latin *compensatio* - compensation, balancing) is a complex, multidimensional process of restructuring or replacement of impaired or underdeveloped psychophysiological functions of the body.

School adaptation (Lat. *'adaptio'* - to adapt) is the process of adapting to the conditions of school life, its regulations and requirements, to active cognitive activity, the assimilation of the necessary educational knowledge and skills, the full development of the worldview. It plays a special role in the socialization of children with special educational needs.

In their study, Walter-Thomas, Bryant and Land (1996) found that when a regular school provides good coordination of services and peer cooperation, children with diverse educational needs achieve higher academic success and have better social integration. For example, this type of assistance is used in such Kazakh schools as NNT and Haileybury, and it has proved very useful not only for students, but also for teachers, since their practice has become more individual and inclusive.

Correction as an integral part of a unified pedagogical process is integrated with general pedagogy, which determines the goals, objectives, content, forms and methods of teaching and upbringing of the younger generation and the versatile development of the child's personality. This means that correctional pedagogy is closely interrelated with other psychological, pedagogical and special disciplines (Mishina & Morgacheva 2007).

It is possible to competently build correctional and pedagogical activity and use a differentiated approach in teaching and upbringing provided that you know the nature of the defect in the child, identify and study the causes of deviations in behavior and development. In a word, knowledge of the basics of general human psychology is the key to effective organization of correction, as the results of studying the patterns of mental development of the child show, they are identical for both normal state and pathology. It should be taken into account that children with a lag in psychophysical development are characterized by such features of the psyche that are not always found in healthy children: lag in general physical development, slowness, weakness and lack of mobility of nervous processes, underdevelopment of sensory analyzers, incomplete (fragmentary) perception of the environment, etc.

Thus, the integration of philosophical socio-pedagogical sciences and correctional pedagogy, which presupposes the maximum possible individualization of learning and upbringing processes, is clearly observed. It is conditioned and determined by the tasks of building and implementing the entire pedagogical process.

So, the concept of correction is considered, first of all, as a system of special and general pedagogical measures aimed at weakening or overcoming defects in psychophysical development and behavioral deviations in children and adolescents, as well as as a set of remedial and correctional-developmental activities. In this study, in the unity of the system of remedial and correctional-developmental activities in the learning process, the latter is predominant.

The system of principles describing the processes of human mental development in childhood and adolescence includes the principle of the creative nature of development and joint activity and communication. The basic principles of the organization of correctional and developmental training include: determining the zone of proximal development, taking into account sensitive periods of development, amplification of child development, and unity of intelligence (Astapov 2019).

The existing practice of the development of the correction pedagogic system presupposes forming the classes of compensatory training and classes of alignment (correction) at secondary schools (Making Schools Inclusive 2004). Therefore, let us turn to the consideration of the characteristics of a teacher organizing the correction pedagogical process in these classes. After that it would be possible to determine the conditions for teacher's effective professional training.

It is possible to see what qualities of professionalism a teacher should have for the most effective implementation of his professional activity and its improvement from the selected objective and subjective factors necessary for pedagogical activity:

- the first property of an objective character consists in the degree of knowledge of the subject taught by the teacher, in the degree of scientific training in this specialty, in related subjects, in familiarity with general didactic principles and in knowledge of children's nature;
- the second property is of a subjective nature and consists in teaching art, in personal pedagogical talent and creativity.

As the analysis of the use of traditional and innovative pedagogical technologies in practice shows, the use of personal approach technology in the educational process is based on the actualization of the deep mechanisms of socio-cultural orientation of the teacher with the transformation of motivational and operational-executive structures of his activities. developing individual teachers who determine the degree of their readiness for correctional and pedagogical activity within the framework of a personality-oriented model is facilitated by the use of such special technological techniques as independent work with foreign literary sources, situational games, etc. Anthropocentric (technological) techniques are aimed at actualizing the cognitive sphere of the teacher's personality and

developing his goal orientation towards the development of the child's abilities, at respecting him as a person, allowing the teacher to know and understand the child and himself more deeply, to create anthropological conditions for the effective organization of the educational process for children with special educational needs.

Actualization of the affective sphere of the teacher's personality is facilitated by the use of the so-called emotional techniques that change, expand, and deepen the system of teacher-student relations (Nikulenko 2006).

The actualization of teacher's behavioral sphere and the optimization of its impact on students is aimed at mastering the techniques of verbal (verbal) and nonverbal behavior (posing, gesture, gait, intonation, facial expressions).

It should be noted that the main orientation of teacher's personality should correspond to the technologies of manifestation of this orientation. Teachers should always strive to improve their professional competence, pedagogical ethics, pedagogical tact, which is especially important in inclusive education.

The essence of the personality-oriented approach, which is closely related to the pedagogy and psychology of nonviolence, is that one can truly know the personality of another person only through affection, besides, this affection should be armed with strictly objective knowledge (Druzhilovskaya 2012).

The analysis of scientific and methodological literature on the problems of higher education shows that currently, the attention to the formation of a model of a future specialist, in other words, a profession-graphic approach to the training of a future specialist is increasing (Arshad et al. 2020).

Currently, the improvement of the system of higher pedagogical education involves improving the quality of the trained teaching staff as a result of bringing the professionogram to the level of qualification characteristics reflecting the basic requirements for the personal qualities of a teacher: intellectual, psychological, physical, etc. (Zholdasbekov et al 2022). This profession-graphic approach means the restructuring of the entire educational process, the modeling of personality taking into account the requirements imposed by the qualification characteristics of a particular specialty. Undoubtedly, this approach would contribute to the improvement and intensification of correction pedagogic activities of future special teachers.

Results and discussion

Students of two Kazakh universities were involved in the experiment: of the Kazakh National Pedagogical University named after Abai and

the Mukhtar Auezov South Kazakhstan University. Experiment involved 116 students total: the experimental group and the control group had the same number of 58 students.

The definition of the directions of work on the formation of readiness for pedagogical activity of the future teacher as a subject of correction pedagogic activity within the framework of a personality-oriented model assumed the inclusion of additional courses in the content of professional and personal training of future teachers and their development of additional activities during 3 years of training:

- training in professional communication;
- training in diagnosis;
- preparation for research activities;
- teaching the basics of a personality-oriented approach to learning;
- changing the conditions of pedagogical practice.

The ultimate goal of the formation of the future teachers' readiness for pedagogical activity as a subject of correction pedagogic activity within the framework of a personality-oriented model was determined as an increase in both personal and professional readiness in the experimental group compared with the control group.

The inclusion of special courses was focused on the systematization and deepening of theory knowledge and the development of professional cognitive interest of future special teachers to the problems of personality-oriented education.

Thematic trainings were aimed at the disclosure of creative potential, the formation of communication skills and personal self-regulation.

At the initial stage of the experiment, and following on from theoretical analysis, two groups of indicators that most fully reflect the features of readiness for professional activity of the future special teacher as a subject of correction pedagogic activity within the framework of a personality-oriented model were identified. These indicators were used to verify the representativeness of conclusions about the efficiency of the carried out work.

The most important indicators requiring study and analysis were personal and professional readiness.

The components of personal readiness indicators included:

- creative potential: reflexion, flexibility of thinking;
- extra-introversion: empathy, self-regulation;
- focus on the personal model of interacting with students;
- mastering professionally significant knowledge and skills.

The components of professional readiness indicators included:

- focus on the personal model of interacting with students;

- mastering professionally significant knowledge and skills.

In order to solve the task, methods for identifying the features of these personal and professional qualities of future teachers were selected.

The study of efficiency of the formation of the future teacher's readiness for pedagogical activity being a subject of correction pedagogic activity within the framework of a personality-oriented model was carried out in several stages:

1. Conducting a diagnostic study of first-year students in experimental and control groups according to the developed pattern.
2. Determination of the directions of work on the formation of readiness for pedagogical activity of future special teachers as a subject of correctional and pedagogical activity within the framework of a personality-oriented model.
3. Implementation of this work in the experimental group during 3 years.
4. Conducting a repeated diagnostic study in the control and experimental groups.

The leading research methods were classified according to the following types of goal orientation:

- to study the features of personal readiness;
- to study the features of professional readiness.

To study the features of personal readiness, the questionnaire "Evaluate your creative potential" was used.

This technique made it possible to diagnose such indicators as curiosity, self-confidence, constancy, visual and auditory memory, the desire for independence, and the ability to space out and concentrate. These indicators are accepted as qualities of creativity and creative potential.

To study the features of professional readiness, the methodology "Diagnostics of the teacher's orientation to the educational-disciplinary or personal model of interacting with students" and the methodology "Diagnostics of the professional competence of future teachers for correction pedagogic activity" were used as predominant.

If the methodology "Diagnostics of the teacher's orientation to the educational-disciplinary or personality-based model of interacting with students" was effectively used to determine the degree of orientation of the future teacher on this model, while the methodology "Diagnostics of the professional competence of future teachers to correctional and pedagogical activity" allowed identifying professionally significant qualities and professional knowledge.

Based on the above mentioned theoretical analysis of the indicators of readiness for professional activity, in order to evaluate the –results of

the experimental study, the three levels of readiness of the future special teacher as a subject of correction pedagogic activity to professional activity were determined.

Each of the levels is represented by a certain combination of various indicators that were identified as a result of a diagnostic examination (Table 1).

Table 1. Indicators of the levels of readiness for professional activity

Level	Indicators			
	Extra-introversion	Creative potential	Focus on a specific model of interacting with children	Professional competence
High	Introversion	HIGH	Pronounced orientation to the personality-based model	No leading characteristics
Average	Extraversion	Average	Moderate orientation to the personality-based model	Average level of individual characteristics
Low	Introversion	Low	Orientation to the educational and disciplinary model	Individual characteristics prevail

According to the experimental study, socio-psychological indicators of the level of readiness of the future teacher as a subject of correction pedagogic activity for professional activity were obtained.

The analysis of the indicators of professional readiness at the initial and final stages of experimental work allowed drawing the following conclusions:

1. At the initial stage of the experiment, both in the control and in the experimental groups, low results were obtained for the orientation to a certain model of interacting with children and professional competence.

At the final stage of the experiment, the indicators of professional readiness in the experimental group significantly improved. In the experimental group, only 4.3% (2 students) had indicators of orientation to the educational and disciplinary model of interaction with children, whereas in the control group at the end of the experimental work, this indicator was 24.5%. At the same time, the indicator of orientation to the personal model of interaction with children in the experimental group increased from 13.0% to 34.8% in comparison with the control group - from 14.3% to 20.4%.

As a result of the analysis and synthesis of the results of the experiment, significant changes were determined in the indicators of professional competence. In the experimental group, the high-level indicator increased more than 3 times (from 13.0% to 47.8%), while in the control group, this indicator did not even double (from 18.7% to

30.6%). The above indicators are evidence of a sufficient level of formation of professional competence in the field of correctional pedagogic activity in the experimental group.

The general results of the level of readiness to improve professional activity in the control and experimental groups are presented in Table 2.

Table 2. The level of readiness to improve professional activity

Level	Beginning of the experiment		End of the experiment	
	Control group	Experimental group	Control group	Experimental group
high	20/20,4%	8/17,4%	28/28,6%	18/39,1%
average	46/46,9%	20/43,4%	44/44,9%	24/52,3%
low	32/32,7%	18/39,2%	26/26,5%	4/8,6%

The experiment was aimed at increasing the level of professional readiness of future special teachers as a subject of correction pedagogic activity for professional activity, in other words, at the formation of the necessary personal and professionally important qualities in future special teachers.

Comparison of the results of the initial and final diagnostics of the control and experimental groups allowed to state a significant positive dynamics in the formation of the level of professional readiness in the experimental group.

Discussion

The need to form the readiness of future special teachers to improve their professional activities is due to the increased requirements for the personality and professional training of teachers, as well as a social order based, in turn, on the realities of modern reality. The study of the current state of professional and pedagogical training of future specialists, the analysis of psychological and pedagogical literature, work experience in secondary schools and special education institutions have shown that at the present stage there is a need to find new productive ways and means of activating the process of formation of students' readiness to carry out correction pedagogic activities to make it more efficient and purposeful.

The starting point was the analysis of the concept of "readiness to improve professional activity", which we defined as a complex integrative quality of a teacher's personality aimed at correction, development, upbringing and education of children with learning difficulties. Based on this, we have identified approaches to designing a system of training future special teachers to improve their professional activities.

Conclusion

The conducted research has shown that this technique functions and develops quite successfully in the presence of a set of conditions, including the enrichment of the content of the educational process with ideas, concepts, theories, knowledge and assimilation of which contributes to the formation of future special teachers to improve their professional activities.

Thus, the professional training of a future special teacher at a pedagogical university is associated with systematic, purposeful, flexibly changing work in accordance with the requests of employers to form the student's main components of pedagogical competence: skills and abilities to apply psychological knowledge in professional activities; personal qualities necessary for the organization of pedagogical communication and pedagogical activity in a comprehensive school.

In order to obtain objective information about the level of students' readiness to carry out pedagogical activity, a system of indicators is identified, the generalized elements of which are indicators of personal readiness to improve professional activity.

The formative experiment demonstrated that the model, as a result of functioning at the creative modeling level, had an important sign - the readiness of students to improve their professional activities within the framework of a personality-oriented paradigm. This sign can be defined as an integrative quality of the teacher's personality, characterized by the presence of an optimal amount of knowledge of the theory and practice of correction pedagogic activity and –the necessary system of practical skills, value orientations, motivation-value attitude, corresponding to the requirements for this activity.

Conclusions. Thus, the use of special technological techniques made it possible to activate the spheres of pedagogical and mental activity of future special teachers, who determined a sufficient degree of their readiness to improve their professional activities within the framework of a specially developed theoretical model.

In general, the results show that during the study at a pedagogical university, it is necessary to increase the status of such values as interesting work, development, active life, cognition, creativity, self-control and firm will, tolerance for the opinions of others, etc.

One of the important modern professional qualities of a teacher in any field of activity is psychological readiness for difficult life situations.

The techniques used, which are the –integral elements of the model, allowed to conduct training activities in the following areas: professional communication; diagnostic activities; preparation for –research activities; teaching the basics of a personality-oriented

approach –during the implementation of the correction pedagogic process.

The data of the experimental study allowed to state a significant positive dynamics of the formation of the level of –professional readiness in the experimental group of students.

Thus, the results of the experiment are evidence that the implementation of an effective model of professional training of future special teachers to improve their professional activities contributes to improving the quality of correctional and pedagogical assistance to children in inclusive education.

Further development of the research may be continued in the following relevant directions:

- further study of the conditions for the successful formation of the studied readiness in the process of extracurricular creative activity;
- development of a complex of computer diagnostic programs, system diagnostics for the formation of readiness to improve professional activity;
- to study the possibilities of preparing future specialists to improve their professional activities based on the traditions of a particular pedagogical university.

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